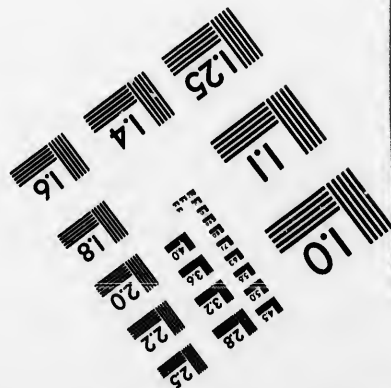
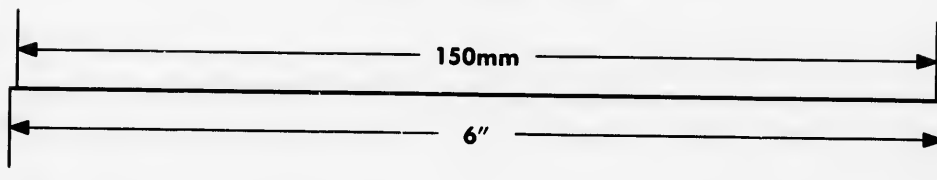
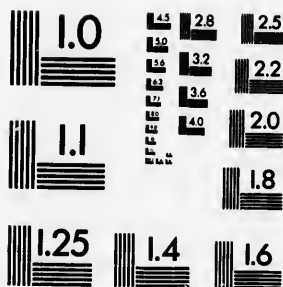
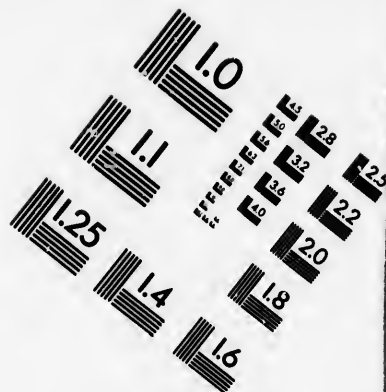
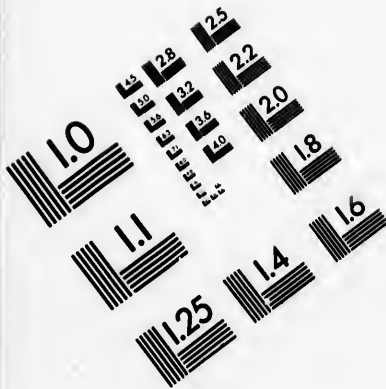


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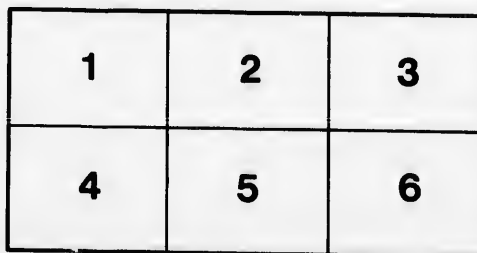
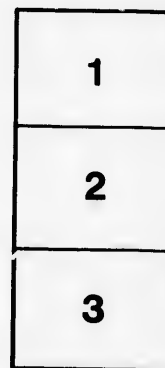
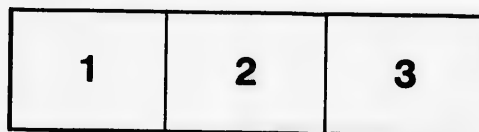
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9

Educational Institutions,

PROVINCE OF ONTARIO.

DOMINION OF CANADA.

• 1882-1883.



TORONTO:
PRINTED FOR THE DEPARTMENT.
1884.

Educational Institutions,

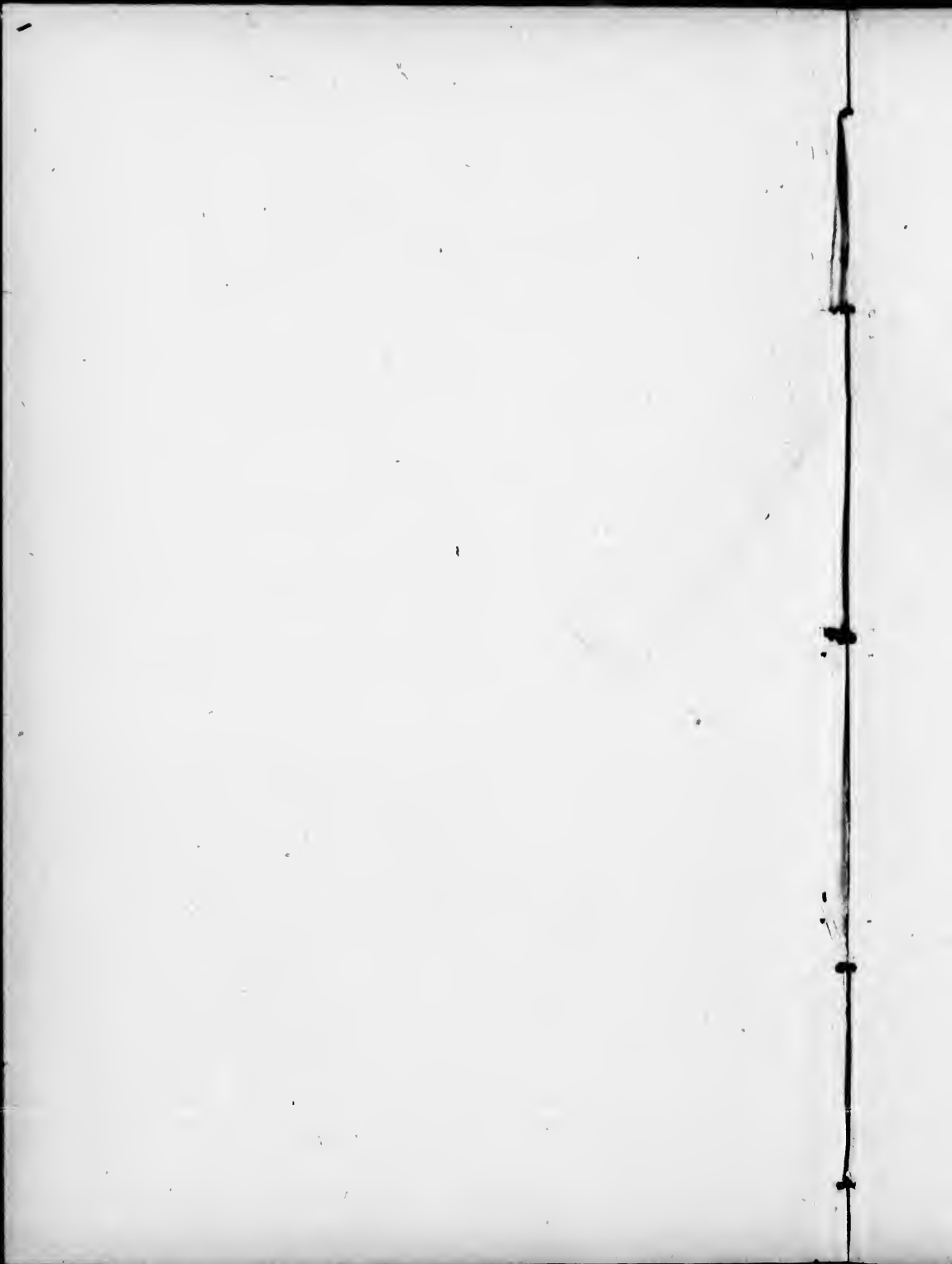
PROVINCE OF ONTARIO,

DOMINION OF CANADA.

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INTRODUCTORY STATEMENT.

The Educational progress of the Province of Ontario (formerly Upper Canada) was at first of very slow growth.

Nearly eighty years ago an unsuccessful attempt was made to endow out of public lands a grammar school in each of the four districts into which the Province was then divided, and a central University at York (now Toronto). But the sale of these lands was so slow, and the price per acre obtained for them was so small, that the revenue derived from this source barely defrayed the cost of management.

In 1807 the first legislative enactment was passed, establishing a classical and mathematical school in each of the eight districts into which Upper Canada was then divided. A grant out of the public revenue of £80 sterling (\$400) a year was made to each of these schools. That established at Cornwall (on the river St. Lawrence), under the mastership of Rev. John Strachan—afterwards Arch-deacon of York, and subsequently the first Bishop of Toronto—was the most efficient; and at it were educated most of the prominent public men of after years.

In 1816—nine years after the establishment of the grammar schools—the Legislature of Upper Canada passed the first common, or elementary, school law for that Province. It appropriated \$24,000 or nearly £5,000 sterling per annum for the support of the schools to be established; and provided for the management of these schools by trustees elected by the inhabitants in the localities concerned. In 1820 a retrograde movement took place, and the annual grant of \$24,000 was reduced to \$10,000 or about £2,000 sterling.

In 1822 a Board of Education for Upper Canada was established under the presidency of Ven. Archdeacon Strachan, then residing in York (Toronto). It had under its supervision the district grammar schools, and had also the management of the University and grammar school lands which had been granted for these purposes by His Majesty George III. in 1798. Some general regulations for the schools were adopted; and in 1824 a small grant was made to aid in the introduction of common and Sunday-school libraries into the less sparsely settled portions of the country. Nevertheless the zeal of the public in behalf of education gradually languished; and it was not until 1835 that any systematic or vigorous effort was made by the public men of the time to revive it. In that year a bill to promote public elementary education was introduced into the House of Assembly and passed, but it failed to pass the Legislative Assembly.

In order, therefore, to stimulate the public mind on the subject of education and to ensure the passage of a more comprehensive measure during the following session, a Commission was appointed to obtain evidence and draw up a report on the subject. In 1836, an elaborate report was prepared by Dr. Thomas Dunscombe M.P.P., Chairman of the Education Committee of the House of Assembly on the state of education in the various parts of the United States of America which he visited. In the preparation of this report he was ably assisted by Dr. Thomas D. Morrison, M.P.P. (one of his colleagues). He also prepared a comprehensive draft of bill which was printed with the report, but never passed. The political crisis which so quickly followed and culminated in the outbreak, or rebellion, of 1837-8, overwhelmed in confusion all legislation, and prevented further attention being given to the subject for the time.

Nothing was done, therefore, with the view to promote education, until the union of the two Canadas in 1840. In 1841 a bill was introduced into the united Parliament and passed, establishing common schools in each of the two Provinces, and authorizing the establishment of "Roman Catholic Separate Schools" in Upper

Canada (in cases where the teacher of the public school was a Protestant and *vice versa*) and "Dissentient Schools" in Lower Canada (in cases where the teacher of the public school was a Roman Catholic and *vice versa*).

In 1842, it was considered desirable to supersede this Act by one more applicable to the circumstances and wants of each Province separately. The "Separate" and "Dissentient" school provisions were however retained in each case.

In 1844 a further impetus was given to public education in Upper Canada by the appointment of Rev. Egerton Ryerson, D.D., a distinguished native of the Province, to the office of Chief Superintendent of Education. This gentleman speedily set himself to reconstruct, upon a broader and more comprehensive basis, the entire system of public elementary schools. As a preliminary step he devoted a year to the examination and comparison of the systems of Education in Europe and America, and embodied the results in a "Report on a System of Public Elementary Instruction in Upper Canada." This valuable report sketches in an able manner the system of education which Dr. Ryerson subsequently so successfully established in the Province.

The chief outlines of that system are similar to those in other countries. Thus the Province is in a great degree indebted to New York for the machinery of our schools, to Massachusetts for the principle of local taxation upon which the schools are supported; to Ireland (originally) for the series of text-books; and to Germany for the system of Normal School training. All are, however, so modified and blended together to suit the wants and circumstances of the country, that they are no longer foreign but are incorporated as part and parcel of our institution.

THE EDUCATIONAL INSTITUTIONS OF ONTARIO.

The Educational system of Ontario will now be considered somewhat in detail.

Education is one of the subjects within the exclusive jurisdiction of the Provinces which compose the Confederation of Canada.

The system in Ontario comprises the following :

I. The Public, Separate and High Schools, and Collegiate Institutes under the control of the Education Department.

II. The Colleges and University provincially endowed, and subject to the control of the Provincial Government.

III. Institutions for special classes, maintained and managed by the Provincial Government.

IV. Institutions and Societies partly aided by, or under Governmental supervision.

V. Schools, Colleges and Universities not under Provincial control.

VI. Institutions partly educational or reformatory.

I.—Public, and Separate, High Schools, and Collegiate Institutes.

The Education Department is entrusted with the control of the Public, Separate and High Schools and Collegiate Institutes of the Province. The Department, in the year 1876, by an Act of the Legislature of Ontario, underwent an important change in ceasing to be under the control of a Council of Public Instruction, with a Chief Superintendent, and is now composed of a Committee of the Executive Council of the Province, presided over by one of their number, as Minister of Education, and holding office with the other members

of the Executive Council, subject to responsibility to the Legislative Assembly, according to the principles of the British Constitution.

The Schools under the Administration of the Education Department comprise — (1) Public (or elementary) Schools; (2) Separate (or denominational) Schools; and (3) High (or secondary) Schools and Collegiate Institutes.

The Province of Ontario possesses a system of municipal or local self government which is uniform throughout the Province, and while symmetrical in its arrangement, is thoroughly practical and rests upon the free action of the ratepayers in each municipality. The organization comprises the (1) minor municipal corporations, consisting of townships, being rural districts of an area of eight or ten square miles, with a population of from three to six thousand; (2) villages with a population of over seven hundred and fifty; and (3) towns with a population of over two thousand. Such of these are comprised within a larger district, termed a county, constitute (4) the county municipality, which is under the government of a council composed of the heads of the different minor municipalities in such counties as have already been constituted in the Province. (5) Cities are established from the growth of towns when their population exceeds fifteen thousand, and their municipal jurisdiction is akin to that of counties and towns combined.

The functions of each municipality are commensurate with their respective localities. This municipal organization has been readily adapted to the requirements of a popular or national system of education.

The Rev. Dr. Ryerson, who, in February of the year 1876, retired from the office of Chief Superintendent of Education, after thirty-three years of able service and devotion in founding and developing the Ontario system of Public Instruction, thus describes the facilities afforded to educational progress by this municipal system, in an address delivered in the year 1851:

“ It is in Upper Canada (now Ontario) alone that we have a complete and

uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest school section and remotest township to the largest county or union of counties—the one rising above the other, but not superseding it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, the municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of such municipality, whether of schools or roads, of the diffusion of knowledge, or the development of wealth."

In each minor municipality, such as a township, local School Corporations for the township, or for a section thereof at the option of the ratepayers are established, and these are managed by trustees elected by the ratepayers, who are liable for the support of the public schools in their respective localities and are practically the owners of them. The trustees appoint the teachers who must possess the qualifications required by the Department. They arrange and pay the salary; purchase the school site (which may be acquired compulsorily); build the school-house, and estimate (within certain restrictions) for collection by the Township Council the rates for all funds which, in their judgment, are required for public school purposes. The trustees are under the obligation to provide adequate school accommodation, as defined by the Regulations of the Education Department, for the attendance of all children of school age within the school division; to employ the required number of qualified teachers; to permit the children of all residents, between the ages of five and twenty-one, to attend school *free of further charge*; they are bound to keep the schools open the whole year, except during vacations, and to send to the Inspectors and the Department the returns and reports required by the Law and Regulations; they must also take a census of the children between the ages of five and sixteen years inclusive, and especially, under the compulsory clauses of the Act, those between seven and twelve years of age. In case any of the latter have not been under instruction for four months in the year at least, they must notify the parents, and can impose a rate of one dollar (4 shillings) per month for each child in case the neglect continues, or may lay a

complaint before a Justice of the Peace, who has power to fine, and in default imprison for the offence. Similar powers and obligations reside with the School Boards in cities, towns and villages. These Boards can only raise the sums required for school purposes by requisition, according to their own estimate, upon the Council of the Municipality, which is bound (under certain conditions) to raise, by rate, the required amount by the trustees. The Council of the County Municipality is entrusted with additional specific duties in respect of the townships, towns and villages within the county, the most important being to levy by rate an amount equal to the Legislative grant for education, both amounts being solely devoted to the payment of teachers' salaries. The County Council also appoints Inspectors, possessing the qualifications required by the law and General Regulations of the Department; pays one-half of their salaries, the other half being paid out of Provincial funds; and appoints a County Board for the examination of third-class (or lowest grade) teachers. No teacher can be engaged by School Trustee Boards unless he holds a certificate acquired after examination and upon compliance with the conditions of the General Regulations of the Department.

The County, City and Town Councils, in appointing Inspectors, are limited to such teachers as possess certificates of eligibility, granted by the Department, and to two classes only, viz: holders of First-class Provincial Certificates, Grade A, and (2) Graduates in Arts, with honours, of any of the Universities in the Province

The Inspector's duties are to inspect every school at least twice in each year, make the apportionment of the Legislative Grant and County equivalent to each school, act as Chairman of the Examining Board of his district, investigate, confirm, or set aside the rural school elections, call meetings of ratepayers, decide disputes; suspend teachers' certificates, for cause; give report on the state of the schools to the Department, and generally to see that the Law and Regulations are observed.

The Examiners appointed by the County Council must possess

the qualifications prescribed by the Regulations, and their functions are to examine candidates within their localities for Third-class Professional Certificates, at the close of each session of the County Model or Training Schools.

The Central Committee of Examiners is appointed by the Department, and consists of High, Public and Separate School Inspectors, and a Professor in Queen's College; and the present Professor of Moral Science in the Provincial University, who acts as chairman. Their chief functions are to prepare all the examination questions for each class of Public School Teachers' Certificates, and to peruse and value the answers of candidates for First and Second-class Certificates, and thus secure a uniform classification. This committee also prepares the questions for the Entrance and Intermediate Examinations in the High Schools and Collegiate Institutes. Sub-Examiners are appointed to aid in reading and reporting upon the answers for the Intermediate, Third and Second-class Non-Professional Examination.

The conditions under which Public School Teachers' Certificates may be granted are prescribed by the Department. The certificates issued are—First-class, grades "A, B and C," Second-class, grades "A" and "B", and Third-class. First and Second-class Certificates are valid throughout the Province, and are held during good behaviour, while the Third-class are limited to a period of three years. The conditions upon which County Boards of Examiners can grant Third-class Certificates are: that (1) the candidates must be of the age of 18 years (if a male) and 17 years if a female, (2) must have passed the prescribed examinations in literary and scientific subjects on questions prepared under direction of the Department, by the Central Committee of Examiners, and (3) must subsequently have attended for one term at the County Model School, and have obtained from its Head Master, and the Examiners appointed by the Minister of Education, a certificate of his fitness to teach.

Candidates for Second-class Certificates are offered facilities for attending the Provincial Normal Schools, and such attendance is now obligatory on all such candidates. In the two Normal Schools (at Toronto and Ottawa) two in each academic year are occupied with the professional training of such candidates in classes of from 50 to 100 in each session. The whole time is devoted exclusively to instruction in the theory and practice of teaching.

Second-class Certificates are only granted upon these conditions that (1) the candidate must have passed the examination in literature and science prescribed for Second-class Certificates on papers prepared under direction of the Department, by the Central Committee of Examiners, (2) must have taught successfully for at least one year in a Public, or Separate, school in the Province, and (3) must have attended for one session in a Provincial Normal School, and have obtained from the Principal of such school and from the Examiners appointed by the Minister of Education a certificate of his fitness to teach on a Second-class Certificate. In addition to the prescribed literary and scientific subjects, the candidates are examined in the following subjects: Principles and Theory of Education, School Organization, Discipline and Government, Mental Arithmetic, Reading and Elocution, practical Chemistry, Hygiene, practical Botany, Music and Drawing, Drill (males only) and Calisthenics.

First-class Certificates are only granted upon the condition that the candidate (1) must have passed the prescribed examination in literary and scientific subjects, and (2) must have taught successfully for two years on a Second-class Certificate, and have passed the prescribed examination for a First-class Certificate.

The Examiners under the Department are guided by the following instructions:—The questions in each subject are to be framed by the Examiners, not with reference to any high standard for competitive examination, but solely to show whether the pupil is qualified or not for the position, having regard to his proficiency or deficiency in answering questions framed for this

purpose in the prescribed subjects. All Examiners should, therefore, be careful, when judging the answers, not to do so by such a standard as should govern in competitive examinations intended to elect the respective merits of the different candidates for some special honour, but as a means of determining whether a fair average knowledge is possessed by the candidate.

The Programme, or Course of Study, in the Public Schools is set forth in the following Table :

COURSE OF STUDY FOR THE PUBLIC SCHOOLS.

Prescribed by Regulations of the Education Department.

Sanctioned by order of the Lieutenant-Governor in Council, 31st July, 1882.

REGULATIONS RESPECTING THE PROGRAMME OR COURSE OF STUDY IN THE PUBLIC SCHOOLS.

1. The Programme of Course of Study shall be according to the Schedule herewith, as far as the circumstances of the particular school will allow of the same being followed ; and, where these circumstances require it, such modifications are permitted as thereupon become necessary.
2. Special suggestions for the guidance of Public School Boards and Trustees, and for the benefit of Teachers, will be prepared by the Central Committee of Examiners, and read as explanatory of the subjects comprised in the Course of Study, and as to the methods of teaching them.
3. The subjects in the first Four Classes are kept distinct from those in the Fifth and Sixth Classes, and arranged for separately, as Part I. of the Programme, while those of the Fifth and Sixth Classes appear under Part II. thereof.
4. The subjects therein respectively comprised are to be taken as obligatory upon all Public School Boards and Trustees, so far as the circumstances of their Schools, in the judgment of the respective Boards or Trustees will allow.
5. Public School Boards and Trustees are authorized to require any Teacher in their employment to give occasional lessons in Elementary Physics and Principles of Agriculture.

PART I.

SUBJECT.	1ST CLASS.	2ND CLASS.	3RD CLASS.	4TH CLASS.
READING—	Tablet Lessons and First Reader.	Second Reader.	Third Reader.	Fourth Reader.
SPELLING—	Spelling from reading lessons.	Spelling from reading lessons.	Spelling, with elementary verbal distinctions.	Spelling. Verbal distinctions. Simple derivations.
WRITING—	Elementary writing.	Writing on slates and paper.	Copy writing. Business forms.	Copy and miscellaneous writing.
ARITHMETIC—	Numeration and Notation to 1,000; addition and subtraction.	Numeration and Notation to 1,000,000; multiplication and division.	Greatest common measure and least common multiple. Vulgar fractions. Elementary decimals. Elementary reduction.	Vulgar and decimal fractions continued. Reduction and Compound rules. Elementary percentage and interest.
DRAWING—	Elementary Figures, straight lines and their simpler combinations.	Elementary Figures, straight lines and curves and their simpler combinations.	Copying drawing. Drawing from objects.	Drawing from objects. Shading. Elementary perspective.
GEOGRAPHY—	Elementary ideas concerning the earth, and directions upon it.	Local geography and elementary definitions. Map of the world.	Definitions. Simple map geography. N. America and Canada. Map drawing.	Geography of North and South America, Canada and Ontario. Map drawing.
MUSIC—	Rote singing and simple songs.	Singing of simple songs.	Simple Songs. Elementary ideas of written music.	Song singing. Sacred Music. Musical notation.
GRAMMAR and COMPOSITION—	Oral and written exercises in language.	Oral and written exercises in language.	Analysis of easy sentences. Simple descriptive writing.	Analysis. Rendering poetry into prose.
HISTORY—				Leading features of English and Canadian History.

EDUCATIONAL INSTITUTIONS.

PART I.—Continued.

SUBJECT.	1ST CLASS.	2ND CLASS.	3RD CLASS.	4TH CLASS.
OBJECT LESSONS	Counting (coins, pebbles, &c.). Form, size, colour, weight, common objects (parts and qualities).	Lessons on common objects (parts, qualities and uses).	Common objects (source, manufacture, uses, etc.). Animals, birds, plants.	
TEMPERANCE & HYGIENE—			Occasional lessons and familiar lectures.	Occasional lessons and familiar lectures.
DOMESTIC ECONOMY (for Girls)—	Threading needles. Hemming— <i>e.g.</i> , strips of calico, or a plain pocket-handkerchief. Knitting—a plain strip.	Hemming Seaming or sewing Fixing a hem Knitting—a ribbed muffatee.	Hemming Seaming Felling Stitching Sewing on strings Knitting—a child's plain sock.	Button-holing Sewing on buttons Stroking Setting in gathers Marking Plain darning. Knitting—a ribbed stocking.
DRILL (with CALISTHENICS for Girls)—	<ol style="list-style-type: none"> Teachers to take their own boys and form into squads according to strength. Then into squads with intervals, and put them through the following portions of Squad Drill:—Position of the soldier; standing at ease; dressing a squad with intervals; turnings; extension motions; saluting; instruction in marching; balance step, without advancing—advancing; the slow march; the halt; stepping out; stepping short; marking time; stepping back; changing feet; quick march; side or closing step; turning when on the march; squad drill in single rank; marching and turning; marching as in file; diagonal march. The boys to be ranged in companies, sized from both flanks, and told off in companies, half-companies and sections, and practised in the marches and variations of steps which have been taught in single rank; the formation of fours; increasing and diminishing front; wheeling; forming company square. Calisthenics for girls. 			

PART II.

FOR FIFTH AND SIXTH CLASSES.

Reading—Fifth Reader, and critical reading from selected standard English works.

Spelling—Prefixes, affixes and roots. Verbal distinctions.

Writing—Miscellaneous and business forms.

Arithmetic—5th—Interest, discount, percentage, stocks, loss and gain, square root.
6th—Stocks, partnership, alligation, cube root, etc.

Drawing—Object drawing, shading, drawing animals and plants. Perspective.

Geography—Geography of the world. Political Geography. Physical and mathematical geography.

Music—Musical notation. More commonly occurring keys. Singing sacred written music. Transposition from one key to another.

Grammar—Analysis and parsing. Transposition. Writing essays.

History—5th—Outline of Canadian and British History.

6th—Outline of Grecian and Roman history; British and Canadian History.

Algebra—5th—Four elementary rules. Easy simple equations.

6th—Simple equations and easy quadratics. Problems.

Geometry and Mensuration—Euclid, Books I., II. Areas of rectilinear figures. Volumes of prism, cone, sphere, etc. Areas of simple surfaces.

The following may be observed as amendments to the former programme, viz.: (1) that no Time or Limit Table should be in force except as the School Board or Trustees and the Teacher might choose to regulate this: (2) that the Course of Study was to be followed so far only as the circumstances of the particular school would allow, and the Inspector was directed to see that no departures were made without sufficient cause; and (3) that the Teacher should be guided by the hints which accompanied the Table of Study.

The duty of the Teacher was declared to be that he should show by the whole tenor of his instructions in the school-room and his deportment generally, that he was not only characterized by an observance of the proprieties of life, but by a high moral tone, and thus become a standard of conduct to his pupils.

The attention of School Boards, Trustees and Teachers was also directed to the Regulations on the subject of Religious Instruction, which recommended that the opening and closing of the school should be conducted with prayer and reading of portions of Holy Scripture, under the provisions of the Public Schools Act, which allows pupils to receive such religious instruction as their parents desire, under the General Regulations of the Department, subject to the right of any parent to withdraw his child from such instruction.

County Model Schools were established in each of the cities and large towns of Ontario, in August 1877, and have been highly successful. They are designed to afford facilities for the professional training of elementary third-class teachers. The professional work in these Schools include:—

1st. *Special reviews of the branches taught in the first four classes of the Public Schools*, especially Reading and Mental Arithmetic.

2nd. *Physiology and Hygiene.*

3rd. *Principles of Education, School Organization, Management and Discipline.*

4th. *Methods of Instruction.* The best methods of teaching the various subjects prescribed for the first four classes in the Public Schools, especial attention being given to the best methods of giving the *first lessons* in these subjects.

5th. *Observation and Reporting*—(a) Observation of methods illustrated in the Principal's model lessons; (b) observation—under the Principal's supervision, when possible—of methods illustrated by the assistant Model School teachers. And reporting to the Principal the results of their observations, especially as to the (a) object of the lessons observed; (b) steps by which this object was attained.

6th. *Practice in Teaching.* After proper instruction and examples in methods, each teacher-in-training shall have practice in applying the methods exemplified (a) by using his fellow-students as a class; (b) by teaching a class of pupils—say 10 or 12—before the Principal or some other competent critic; (c) by teaching in the several divisions of the school. No teacher-in-training should be required to practise as (a) in actually teaching any subject till the best method of presenting the subject has been explained and actually exemplified by an experienced teacher. Also, practice as in (a) should precede practice as in (b), and practice as in (b) should precede practice as in (c).

Each Head Master of these Schools must hold a First-class Provincial Certificate, and there must be three assistants at least, each holding a Provincial Certificate.

A practical and comprehensive syllabus of lectures for these Schools was drawn up by the present Minister of Education, Hon. G. W. Ross, in 1878. It still forms the basis of the instruction given in these most useful and popular institutions.

The County Model Schools are periodically inspected by the officer appointed for that purpose by the Education Department.

The following statistics relating to these Schools will prove interesting:—

EDUCATIONAL INSTITUTIONS.

17

STATISTICS RELATING TO COUNTY MODEL SCHOOLS.

NAME OF MODEL SCHOOL.	No. of Student Teachers on Roll.	No. of Males.	No. of Females.	No. who withdrew during the term.	No. who passed Final examination	No. who failed at Final examination	No. of Lectures on Education.	No. of Lectures on School Law.	No. of Lectures on Hygiene.	No. of Lectures in Reading.	No. of Lectures in Mental Arithmetic	No. of Lessons taught by Students.
Barrie	No report received.											
Berlin	12	6	6	10	2	38	4	5	12	5	30	
Bradford	11	9	2	11	...	32	6	10	18	...	32	
Brampton	19	8	11	19	...	20	5	10	20	15	20	
Brantford	18	8	10	17	1	48	13	31	37	32	48	
Caledonia	21	10	11	21	...	48	12	24	36	24	20	
Chatham	24	9	15	24	...	56	11	20	46	46	38	
Clinton	27	19	8	27	...	50	12	15	24	50	42	
Cobourg	26	16	10	1	25	60	13	15	15	5	56	
Cornwall	9	1	8	9	...	30	12	20	25	20	40	
Farmersville	28	11	17	28	...	20	7	20	20	...	20	
Forest	10	8	2	10	...	70	12	20	15	...	45	
Galt	9	3	6	7	2	56	6	12	20	...	25	
Goderich	30	21	9	30	...	54	12	12	48	60	35	
Hamilton	18	6	12	18	...	12	12	13	12	12	...	
Ingersoll	15	9	6	15	...	39	13	26	30	26	30	
Kingston	22	5	17	22	...	30	10	12	10	...	40	
Lindsay	20	9	11	20	...	50	8	36	50	24	17	
London	10	3	7	3	7	80	4	4	10	6	30	
Madoc	20	7	13	1	18	1	50	10	20	...	24	
Martintown	4	1	3	4	...	25	10	10	35	20	30	
Milton	18	10	8	16	2	52	8	14	34	25	31	
Morrisburgh	11	9	2	10	...	25	30	3	30	35	30	
Mount Forest	37	13	24	37	...	41	8	7	6	10	21	
Napanee	24	3	21	24	...	16	4	6	11	...	20	
New Edinburgh	11	3	8	11	...	45	...	7	35	30	20	
Newmarket	14	5	9	12	2	72	6	8	15	13	75	
Orangeville	16	9	7	16	...	40	10	10	20	20	100	
Owen Sound	18	7	11	18	...	30	5	25	12	26	25	
Perth	19	5	13	1	18	...	30	10	10	30	20	
Picton	18	9	9	18	...	52	3	29	24	28	40	
Port Hope	15	4	11	14	1	58	8	15	30	...	41	
Port Perry	11	8	3	11	...	50	10	20	22	12	30	
Prescott	6	4	2	6	...	36	7	14	12	...	42	
Parkdale	19	5	14	19	...	32	8	16	18	15	25	
Renfrew	16	3	13	16	...	21	5	10	30	15	20	
Sarnia	15	...	15	15	...	70	9	20	26	...	60	
Simcoe	14	7	7	13	1	34	5	5	44	44	40	
Stratford	41	20	21	40	1	50	10	15	40	30	40	
Strathroy	19	11	8	14	...	32	6	6	20	...	38	
St. Catharines	14	4	10	14	...	20	10	12	20	12	40	
St. Thomas	23	6	17	22	1	52	7	9	22	24	15	
Vanleekhill	7	2	5	6	1	54	6	30	20	40	40	
Walkerton	26	14	12	25	1	35	4	10	24	22	41	
Welland	13	2	11	13	...	48	7	12	24	12	35	
Whitby	20	11	9	20	...	38	11	15	18	20	38	
Windsor	8	4	4	1	7	...	40	12	20	20	45	
Woodstock	14	6	8	14	...	60	27	23	60	60	37	
Total	820	353	467	5	791	24	2001	428	680	1150	878	1632

Music and Drill.—Besides the subjects presented by the Regulations, music and drill were taught in the following schools:—Brampton, Brantford, Chatham, Hamilton (calisthenics), Port Perry, St. Thomas, and Parkdale. Music alone was taught at Cobourg, Martintown, and drill alone at Caledonia (calisthenics).

EDUCATIONAL INSTITUTIONS.

The receipts of moneys for Public School purposes, and the sources in the year 1882, were as follows:

Legislative Grant	\$265,736
County Rates	963,648
School Boards and Trustees' local rates..	1,483,566
Local Educational Funds.....	757,037
Total	<u>\$3,469,987</u>

The expenditures and objects, were as follows:

Teachers' Salaries.....	\$2,144,448
Maps, Prize and Library Books, etc.....	15,582
Repairs and Rent of School Houses, School Books, Stationery, and incidental expenses	525,025
School Sites and Buildings.....	341,918
Total	<u>\$3,026,973</u>

Separate Schools apply to Protestant and coloured persons as well as to Roman Catholics; but this exception to the general Public School system is chiefly confined to Roman Catholics who desire to establish Separate Schools where their supporters are sufficiently numerous to support one. The principle is, that any Roman Catholic ratepayer can elect to support a Separate School, and upon giving the prescribed notice, he is exempted from the Public School rates. They are governed by trustees elected by their supporters, and are a corporation with powers similar to that of other school trustees. Their teachers are required to possess proper certificates of qualification, and their schools share in the Legislative Grant in proportion to their attendances, and they are also subject to inspection by the Education Department. In case of any disagreement between the Separate and Public School Corporations or municipal bodies, such dispute is subject to the arbitrament of the Minister of Education with the right of appeal to the Lieutenant-Governor in Council.

The following are the statistics of the Public Schools of Ontario for the year 1882:—Number of schools reported as kept open, 5,313. The number of pupils attending the schools was 471,512, according to the ages following:—Pupils under 5, 1352; 5 to 16, 457,178; 17 to 21, 12,573; over 21, 409. The total school population i.e. between the ages of 5 and 16, was 483,817. The number reported as not attending any school is 8,086. The average attendance, namely, being the average daily attendance, divided by the legal teaching days of the year, was 214,176, or 45 per cent. The number in the different classes is as follows:

1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
164,810.	106,299.	117,352.	71,740.	10,357.	1,024.

The circumstances of Public Schools situate in the cities and towns, and those in rural districts differ in this, that in the latter there are two classes of pupils, the elder, who chiefly attend during the winter months, and the younger in the warmer seasons. The average attendance accordingly shows this contrast:

Attendants in Cities.....	58 per cent.
“ “ Towns.....	53 “
“ “ Rural Districts.....	43 “

The number of teachers is 6,857; 3,662 being males, and 3,795 females.

The following are the qualifications of the different teachers in the year 1882:

Provincial First-class.....	246
“ Second-class.....	2,169
Old County Board First-class Certificates	216
“ “ “ Second-class “	122
New County Board Third-class Certificates	3,471
Interim Certificates	409
Other “	224

The average salary of male teachers in counties, was \$358; of

female teachers, \$248. In cities, of male teachers, \$742; of female teachers \$331. In towns, of males teachers, \$576, and of female teachers, \$273. The Separate Schools are included in the above statement. The number of Roman Catholic Separate Schools is 193, and of pupils, 26,148.

The High Schools, like the Public Schools, are open to pupils of both sexes who can pass an entrance examination chiefly in the fourth-class work of the Public Schools. The High Schools are intended to furnish a higher English, or a classical course with modern languages, so that the pupils may be fitted to pass the matriculation examination in the University, or to enter business. High Schools which have four masters at least, and have attained a certain standing as to accommodation, equipment and general efficiency, are called Collegiate Institutes. There is a Legislative Grant in aid of these schools, which, supplemented with the county grant, now made equal by the Act of 1877 to the amount of the Legislative aid, based on the amount of teachers' salaries, and to some extent on attendance. There is to be a further allowance out of Provincial funds, based on the general efficiency of the schools, especially in point of equipment. Any County Council can establish High Schools with the consent of the Provincial Government, and they are subject to the supervision of the Education Department by Inspectors of its own appointment. The Head Masters are required to be graduates in arts of British or Colonial Universities, of proved efficiency as teachers, and to possess a certificate to that effect from the Department.

Each High School is a corporation under the government of a Board of Trustees who are appointed by the County Council, or in case of a city or town separated from a county, by their Council respectively.

The High School Board appoints teachers possessing the qualifications required by the Regulations, provides for the requisite accommodation, furniture and apparatus, and upon its own

requisition can require the Municipal Council of the district to raise such funds as the school may annually require. The High Schools are under the General Regulations and Programme of Study prescribed by the Department, and are subject to its inspection, and their Boards must report thereto.

The Programme of Study in the High Schools prescribes English language, mathematics, modern languages, ancient languages, physical science, history and geography, bookkeeping, writing, drawing and music; each school being divided into a Lower and Upper School, and specific subjects are prescribed for the Lower and Upper School respectively. The Board is at liberty to decide (subject to the approval of the High School Inspector) according to circumstances, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

In the year 1882, the following was the condition of the High Schools:—The number of schools, 104; number of pupils, 12,473. The total expenditure in 1883, was \$343,720. The total receipts amounted to \$373,150, derived from the following sources:—Legislative Grant, \$84,304; Municipal Grant, \$196,438; Pupils fees, \$29,269; and other sources, \$63,137. Out of the receipts, the amount paid for salaries of masters was \$253,866, for building, rents and repairs, \$19,361, maps, libraries, prize books, and other expenses, \$70,494.

From the foregoing it will be seen that by means of the High Schools, secondary education is well established as part of the Ontario system.

A uniform entrance examination protects these schools from elementary work, while the intermediate half-yearly examinations for promotion from the Lower to the Upper School secures satisfactory instruction in the subjects of the curriculum, and this is further encouraged by successful candidates being considered

to have passed *pro tanto* the literary and scientific subjects prescribed for Second or Third-class Public School Teachers' Certificates. The High Schools are doing practical work in instructing candidates for Public School Teachers' Certificates in the different subjects of the non-professional examinations, and they have become the chief source of supply for Public School Teachers, as well as of the universities and learned professions.

High Schools are established in every county, (in some two or more) and legal provisions exist for founding further High Schools, whenever the progress or circumstances of any county require them.

Two thirds of the expense attending their maintenance is derived from direct local rates.

The standard of the teaching generally aimed at in the High Schools is adjusted to meet the requirements of the Provincial University at its matriculation examination. The subjects of this appear at page 25.

Further information as to the Public and High Schools can be gained by reference to the report of the Department for the year 1883, and to the compendium which contains the Law and Regulations by which this system of schools is governed.

II. Schools, Colleges and University Provincially endowed, and subject to the control of the Provincial Government.

These institutions come next in order. They are exclusively Provincial, being supported by Provincial funds and subject to the general control of the Government, but possessing their own Councils or governing bodies, and are not within the jurisdiction of the Education Department—as such.

UPPER CANADA COLLEGE was founded in 1828, upon the model

of the great public schools of England, and was endowed with a large grant of public lands, from which it now derives an annual income of \$15,000, in addition to its building and grounds in the City of Toronto. Its pupils number about 300, and it aims at preparing them for matriculation in the Provincial University, and for different professions and pursuits. It is governed by a committee of the Senate of the Provincial University under statutes passed by it from time to time; but such statutes are subject to the approval of the Lieutenant-Governor of the Province. The curriculum extends over a six years' course of study in the same number of forms, and embraces Greek, Latin mathematics, French, German, English, grammar, literature and composition, history and geography (both ancient and modern), natural philosophy, experimental chemistry, physiology, biblical knowledge, the usual commercial branches, drawing, music, gymnastics, fencing and drill exercises.

In other forms, known as the lower and upper modern, commercial and scientific training can be obtained. The examinations in each form are quarterly. Scholarships may be established by the different county councils, while four exhibitions have been founded out of the University funds, each exhibition being the result of a competitive examination, and tenable for one year, in the fifth and sixth forms. Its staff of teachers comprises the following:—one Principal, two Classical masters, two Mathematical masters, five English masters, one French and German master, Drawing master, Gymnastics and Drill. This School and the High Schools already referred to, constitute the principal feeders of the Provincial University.

The corporate designation of the University is that of the UNIVERSITY OF TORONTO. It was originally established by Royal Charter, and endowed with a grant of public lands in 1828. The annual income from this endowment now exceeds \$55,000. The institution was inaugurated and opened for students in 1843. The governing body consists of the Senate. The Convocation, composed of all the graduates, elect the Chancellor and fifteen

members of the Senate, the Provincial Government nominating nine. The Senate has power to confer degrees (but not honorary degrees) in the several faculties of Arts, Law and Medicine, and certificates in Engineering and Agriculture, after the different examinations prescribed in the curriculum, and subject to its provisions for attendance upon lectures in University College, or other affiliated schools or colleges. The Senate can also provide for local examinations, and may recommend to the Lieutenant-Governor in Council the establishment of professorships in any department of knowledge, science or art in University College.

The functions of the University comprise the examinations of candidates for standing, scholarships, and degrees in the several faculties. It prescribes the curriculum of study, and appoints the examiners and conducts the respective examinations; it also maintains a library and museum.

The work of instruction is performed by UNIVERSITY COLLEGE through its professors and lecturers. This college and the University are maintained out of the common endowment of the Provincial University, which is administered by the Bursar's department, under the control of the Lieutenant-Governor in Council. University College is governed by a Council composed of the President and Professors. The following chairs have been established in the College, namely:—Classical literature, logic and rhetoric, mathematics and natural philosophy, chemistry and experimental philosophy, history and English literature, mineralogy and geology, metaphysics and ethics, meteorology and natural history, and lectureships on Oriental literature, in German and French, Italian and Spanish.

The question of co-education has now occupied a good deal of public attention in Ontario. It was, so far as it related to University education, discussed at some length in the Legislature of the Province in 1884, and the following on the subject was passed:—

That inasmuch as the Senate of the Provincial University,

having for several years admitted women to the University examinations and class lists, and inasmuch as a considerable number of women have availed themselves of the privilege, but labour under the disadvantage of not having access to any institution which affords tuition necessary in the higher years in the course; in the opinion of this House provision should be made for that purpose as early as practicable in connection with University College.

The course of instruction follows that prescribed by the curriculum of the University of Toronto, and involves four academic years, each consisting of two terms.

The students are required to pass a matriculation examination before being recognised as regular students of the University, or entitled to its degrees. They are required to pass annual examinations in the University, so as to gain standing year by year, as well as for the particular degrees. Students who are not matriculated may attend lectures in the different departments.

The junior matriculation examination prescribed by the University Statutes is according to the following curriculum:—

PASS EXAMINATIONS.

CLASSICS.

- | | | |
|-------|--|---|
| 1881. | { XENOPHON, <i>Anabasis</i> , B. V.
{ HOMER, <i>Iliad</i> , B. IV. | { CICERO, in <i>Catilinam</i> , II., III. and IV.
OVID, <i>Fasti</i> , B. I., vv. 1-300.
VIRGIL, <i>Æneid</i> , B. I., vv. 1-304. |
| 1882. | { XENOPHON, <i>Anabasis</i> , B. I.
{ HOMER, <i>Iliad</i> , B. VI. | { CÆSAR, <i>Bellum Britannicum</i> . (B. G.,
B. IV., c. 20-36; B. V., c. 8-23.)
CICERO, <i>Pro Archia</i> .
VIRGIL, <i>Æneid</i> , B. II., vv. 1-317.
OVID, <i>Heroides</i> , <i>Epistles</i> V., XIII. |
| 1883. | { XENOPHON, <i>Anabasis</i> , B. II.
{ HOMER, <i>Iliad</i> , B. VI. | { CÆSAR, <i>Bellum Britannicum</i> .
CICERO, <i>Pro Archia</i> .
VIRGIL, <i>Æneid</i> , B. V., vv. 1-361.
OVID, <i>Heroides</i> , <i>Epistles</i> V., XIII. |
| 1884. | { XENOPHON, <i>Anabasis</i> , B. II.
{ HOMER, <i>Iliad</i> , B. IV. | { CICERO, <i>Cato Major</i> .
VIRGIL, <i>Æneid</i> , B. V., vv. 1-361.
OVID, <i>Fasti</i> , B. I., vv. 1-300. |
| 1885. | { XENOPHON, <i>Anabasis</i> , B. V.
{ HOMER, <i>Iliad</i> , B. IV. | { CICERO, <i>Cato Major</i> .
VIRGIL, <i>Æneid</i> , B. I., vv. 1-304.
OVID, <i>Fasti</i> , B. I. vv. 1-300. |

Translation from English into Latin Prose.

A Paper on Latin Grammar, on which special stress will be laid.

EDUCATIONAL INSTITUTIONS.

MATHEMATICS.

Arithmetic.
Algebra, to the end of Quadratic Equations.
EUCLID, Bb. I., II., III.

ENGLISH.

A Paper on English Grammar.
Composition.
Critical Analysis of a Selected Poem :—
1881.—Lady of the Lake, with special reference to Cantos V. and VI.
1882.—The Deserted Village.
The Task, B. III.
1883.—Marmion, with special reference to Cantos V. and VI.
1884.—Elegy in a Country Churchyard.
The Traveller.
1885.—Lady of the Lake, with special reference to Canto V.
The Task, B. V.

HISTORY AND GEOGRAPHY.

English History from William III. to George III., inclusive.
Roman History from the commencement of the Second Punic War to the death of Augustus.
Greek History from the Persian to the Peloponnesian Wars, both inclusive.
Ancient Geography : Greece, Italy and Asia Minor.
Modern Geography : North America and Europe.

OPTIONAL SUBJECTS.

FRENCH.

A Paper on Grammar.
Translation from English into French Prose.
1882 }
and } SOUVESTRE, Un Philosophe sous les Toits.
1884 }
1881 }
1883 }
and } EMILE DE BONNECHOSE, Lazare Hoche.
1885 }

GERMAN.

A Paper on Grammar.
1881 { MUSAËUS, Summe Liebe.
{ SCHILLER, { Der Gang nach dem Eisenhammer.
{ Die Kraniche des Ibycus.
1882 }
and } SCHILLER, { Belagerung von Antwerpen.
1884 } { Der Gang nach dem Eisenhammer.
{ Die Kraniche des Ibycus.
1883 }
and } SCHILLER, { Belagerung von Antwerpen.
1885 } { Der Taucher, der Kampf mit dem Drachen.

HONOUR EXAMINATION.

CLASSICS.

- | | | |
|-------|---|--|
| 1881. | { DEMOSTHENES, Philipp, I., II.
HOMER, Odyssey, B. IX. | { CICERO, Pro Ligario.
HORACE, Odes, B. I.
OVID, Fasti, B. I., v. 440 to end. |
| 1882. | { DEMOSTHENES, Aphobus, I., II.
HOMER, Odyssey, B. XII. | { LIVY, B. IV., Chaps. 1-16.
HORACE, Odes, B. III.
VIRGIL, Eclog., I., IV., VI., VII., IX. |
| 1883. | { DEMOSTHENES, Olynthiacs, I., II., III.
HOMER, Odyssey, B. XII. | { LIVY, B. IV., Chaps. 1-16.
HORACE, Odes, B. I.
VIRGIL, Eclog., I., IV., VI., VII., IX. |
| 1884. | { DEMOSTHENES, Olynthiacs, I., II., III.
HOMER, Odyssey, B. IX. | { LIVY, B. IX., Chaps. 1-19.
HORACE, Odes, B. III.
OVID, Fasti, B. I., v. 440 to end. |
| 1885. | { DEMOSTHENES, Aphobus, I., II.
HOMER, Odyssey, B. IX. | { LIVY, B. IX., Chaps. 1-19.
HORACE, Odes, B. I.
OVID, Fasti, B. I., v. 440 to end. |

Translation from a Latin and a Greek Author not specified.

A paper on Greek Grammar, to which special importance will be attached.

An Optional Examination will be held for Translation from English into Latin Verse, for which a Prize of \$15 may be given on the recommendation of the Examiners; but the marks awarded will not be taken into account for Honours or Scholarships.

MATHEMATICS.

Plane Trigonometry. (The Solution of Triangles.)

Algebra, to the end of Binomial Theorem.

EUCLID, Bb., IV., VI., and Definitions of B. V.

ENGLISH.

An Examination on one of Shakespeare's Plays.

- | | |
|-------|---------------|
| 1881. | Julius Cæsar. |
| 1882. | { Richard II. |
| 1883. | |
| 1884. | { Coriolanus. |
| 1885. | |

FRENCH.

1881. LAMARTINE, Christophe Colomb.

1882 & 1884. RACINE, Iphigénie.

1883 & 1885. LAMARTINE, Christophe Colomb.

Translation from easy French Authors not specified.

Translation from English into French Prose.

GERMAN.

1881. FOUQUÉ, Die Beiden Hauptleute.

1882 & 1884. SCHILLER, Wilhelm Tell, Acts I. and II.

1883 & 1885. SCHILLER, Wilhelm Tell, Acts III. and IV.

HISTORY AND GEOGRAPHY.

English History under the Houses of Tudor and Stuart.
Geography of the British Empire, including the Colonies.

Besides University College, which forms part of the Provincial University system, supported by the Provincial endowment there are several institutions which, maintained from private sources, are affiliated to the University, and are entitled to send up to its examinations students who have conformed to the prescribed curriculum. Amongst such may be mentioned the Woodstock College, the Toronto School of Medicine and the Trinity Medical School, but these properly belong to another class, and need not be further considered here.

Since the opening of the University in the year 1843, the number of students who matriculated up to the end of the year, 1883, is as follows:—In Law, 187; in Medicine, 624; in Arts, 1,907; in Civil Engineering, 43; and in Agriculture, 20; or the total number of 2,781.

The number of degrees conferred in the several faculties is also as follows:—In Law, 155 (LL.B.); in Medicine, 575 (M.B.); in Arts, 1,108 (B.A.); or the total number of 1,838.

Scholarships in the different faculties are annually awarded upon the result of the examinations in the University. There are thirty-nine in the Faculty of Arts alone, in sums of \$120 and \$80 respectively.

III. Provincial Institutions for Special Classes, maintained and managed by the Provincial Government.

The Legislature of the Province has established several institutions of a specific character, and maintains them by annual grants out of the Provincial revenue.

In 1870 the INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB was established in the city of Belleville. Such

pupils as are unable to be maintained by their parents or guardians are clothed, boarded and educated free of charge. The course of study comprises the usual English education, namely: history, geography, arithmetic, writing and drawing, also articulation. The boys learn the following trades: carpentering, cabinet-making and shoe-making, and knowledge of the farm and garden. The girls are taught sewing, knitting and general domestic work. The number of pupils is more than 300.

In 1871 the INSTITUTION FOR THE BLIND was established in the city of Brantford. Its object is the instruction of blind pupils of sound intellect in the ordinary branches of an English education, in vocal and instrumental music, and in certain mechanical arts within the reach of the blind. No pupils can be admitted excepting for the purpose of instruction; and all over the age of twenty-one are excluded except under special circumstances, and only for a single season as probationary. Admission is refused to the aged, infirm, or to imbeciles. Pupils unable to pay are boarded and taught gratuitously.

The chief expense of the maintenance of the institution is borne by the Provincial Treasury.

The number of pupils during its last session exceeded 143.

The SCHOOL OF PRACTICAL SCIENCE was opened in September, 1878, in a building, and with appliances specially adapted to lectures of a practical character in the subjects of Natural and Physical Science, and of Engineering, which are given by four professors of University College, with a professor of Engineering and assistant.

In 1874, the SCHOOL OF AGRICULTURE at Guelph was opened. Its objects are, (1st), to teach the practice and theory of husbandry to young men engaged in agriculture, or intending to so engage; and (2ndly), to conduct experiments of general interest to agriculture. The farm in connection with the institution consists of 550 acres.

The regular course comprises two years, and instruction is given in Agriculture, Horticulture, Natural Science including Chemistry, Veterinary Surgery, Anatomy and Physiology.

IV. Institutions and Societies partly aided by or under Governmental supervision.

MECHANICS' INSTITUTES.

MECHANICS' INSTITUTES may be established as corporations under a general Act, for providing a library and evening classes. Each is entitled to receive from the Legislature an annual grant of \$400, conditional upon the local contribution being at least \$200, and upon being subjected to Government inspection.

These exist in almost every town in the Province, and fifteen institutions are reported last year to have held evening classes, with an attendance amounting to 772, for instruction in English grammar and composition, arithmetic, geometry and mensuration, penmanship, bookkeeping, practical mechanics, chemistry, geometrical and decorative drawing, and freehand drawing.

Mechanics' Institutes were established in Toronto and Kingston in 1835. From 1835 to 1850 two additional institutes were incorporated.

In 1851 an Act was passed to provide for the incorporation of Mechanics' Institutes and Literary Associations; and each institute was aided by an annual grant from the Government of \$200. Over fifty institutes were incorporated during the next five years; but Legislative aid was withdrawn in 1858, as it was found that the directors did not comply with the requirements of the Act, and the members themselves felt little interest in the objects for which the institutes were established.

In 1868 the Mechanics' Institute Association was incorporated for the purpose of aiding the institutes by the preparation of

catalogues, selection of books, etc. Five per cent. of the Government Grant was given to this Association; and each institute was entitled to send two representatives to the annual meeting.

The Association now receives an annual grant of \$1,200.

An Act was also assented to in 1868, that any institute having organized evening classes, or having established a technical library, was entitled to receive Government aid to the extent of one dollar raised from local sources, up to the maximum sum of \$200 per annum.

In 1872 Inspectors of Public Schools were appointed to inspect every Mechanics' Institute twice a year.

In 1877 the Legislative Grant was raised to \$400 per annum, provided that one-half of that sum was raised from local sources. In addition, \$50 was given for each fifty pupils over and above two hundred in attendance at evening classes.

In 1880 the oversight of the Mechanics' Institutes was transferred from the Department of Agriculture to the Education Department.

Each institute was personally visited by an officer of the Department, and steps were taken to induce directors to take a greater interest in providing for the wants of mechanics.

At the present time there are over one hundred Mechanics' Institutes in Ontario; the annual vote for their support is \$25,000.

The following abstracts are taken from the Annual Reports of Mechanics' Institutes for last year :

i.—Classification of Institutes reporting.

Number of Institutes with Library, Reading Room and Evening Classes	25
Number of Institutes with Library and Reading Room..	34
“ “ with Library and Evening Classes	4
“ “ with Library only	30
Total	93

2.—Expenditure during the year.

Rent, Light and Heating	\$7,443 62
Salaries.....	8,086 02
Books	19,348 94
Magazines, Newspapers, etc.....	5,016 55
Evening Classes	3,539 72
Scientific Lectures	397 50
General Lectures and Entertainments.....	1,911 49
Miscellaneous	8,858 96
	<hr/>
	\$54,602 80

The following items are allowed for by the Department as being expended in accordance with the conditions on which the Government Grant is paid, viz. :

Rent, Light and Heating, 25 per cent. of Grant.
 Books (fiction), 20 per cent. of Grant.
 Newspapers, Magazines, etc.
 Re-binding standard works.
 Evening Classes.
 Scientific Lectures.

3.—Books in Library and Volumes issued.

76 Libraries contain works of fiction *	37,864
76 Libraries contain other subjects	116,229
76 Libraries issued works of fiction.....	139,618
76 Libraries issued on other subjects	112,302
	<hr/>
	251,920

* Only 76 libraries made proper returns. A proper system of registration of books loaned and returned is being enforced this year.

4.—Attendance at Evening Classes.

Twenty-seven Institutes only conducted Evening Classes last year.

EDUCATIONAL INSTITUTIONS.

33

Writing and Bookkeeping Classes	22	pupils 522
Phonography	4	" 50
Telegraphy	2	" 34
English Grammar	10	" 294
Arithmetic and Mensuration	17	" 458
Drawing	15	" 293
Natural Philosophy	2	" 49
Chemistry	2	" 58
Totals	74	1,758

It will be noticed that only fifteen institutes conducted evening classes on technical subjects and that over 55 per cent of the books issued were fiction.

The present Minister of Education (Hon. G. W. Ross) is determined to make the institutes of more practical value to mechanics and artisans, and in order to prevent such large amounts to be expended for fiction and to induce evening classes to be established has issued instructions that in future the grant shall be divided as follows:—

	Government Grant.	Local Appropriation.
Library	\$200	\$100
Reading Room	100	50
Evening Classes ..	100	50
	<u>\$400</u>	<u>\$200</u>

It is proposed to establish evening classes for industrial drawing in these institutes so that they will really be branch art schools subject to the rules of the Education Department. A programme of studies will be sent to each institute and examinations for certificates will be held at the close of each session.

In order to encourage these classes, additional sums will be paid of \$1 for every student who receives a certificate for one subject; \$2 for two subjects; and \$4 for students who obtain certificates in all the elementary subjects.

2.—THE EDUCATIONAL MUSEUM.

In 1849 an Act was assented to, granting five hundred pounds per annum for the establishment and support of a School of Art and Design for Upper Canada, to be in connection with the Normal School; this fund was allowed to accumulate for several years and together with special grants was expended in the purchase of a collection of objects of Art, which gradually increased as much in size that it became necessary to erect new school buildings and devote all the lecture rooms, etc., to the purposes of the museum.

Although the original plan of having a School of Art and Design was not carried out the museum was thrown open free to the public every day except Sundays, and students had the privilege of copying from the paintings, statuary, etc.

The museum is a source of great attraction to visitors. It contains:—

1. Plaster casts of Egyptian, Assyrian, Babylonian, Persian, Grecian and Roman statuary, antiquities.
2. Architectural sculpture, different periods.
3. Antique sculpture, statues, busts, etc.
4. Modern sculpture, statues, busts, etc.
5. Medallions and medals.
6. Bas-reliefs.
7. Copies of paintings of Italian, Flemish, Dutch, German, French and Spanish schools.
8. Photographs of prehistoric Egyptian, Assyrian, Cyprian, Grecian, Etruscan, Roman, and other antiquities, illustrations of decorative art, different ages, views of cities, national historical portraits, British National Gallery paintings, etc., etc.
9. Engravings, etchings, chromo lithographs, etc.
10. British American collection of maps, charts, portraits, etc.
11. Reproductions in fictile ivory.
12. Electrotypes reproductions.
13. Curiosities and antiquities, various.

The objects are all numbered to correspond with a descriptive catalogue which is sold to visitors at cost price.

The museum also contains a large collection of philosophical apparatus suitable for schools and colleges.

As an indirect aid to art the museum has been very valuable; it is now, however, being made of more practical benefit; the Ontario School of Art is now conducted in adjoining apartments so that students may have access to the examples of study.

It will now be representative on a small scale of the South Kensington Museum, and duplicate copies of plaster casts, drawings, etc., will be loaned to other art schools throughout the Province.

3.—ONTARIO SCHOOL OF ART.

The Ontario School of Art was established by the Ontario Society of Artists in 1876. A council was appointed for the management of the school, consisting of the Minister of Education and six members of the Ontario Society of Artists. \$1,000 per annum was voted by the Government for the school.

In 1880 the grant was increased to \$4,500, and it being found that the Society of Artists required that amount every year it was considered desirable that the Government should have some control over the expenditure. It was finally arranged in 1882 that the school be removed to the Education Department so that the collection of sculpture, paintings, etc., could be fully utilized for art studies, at the same time it was considered advisable to establish classes for teachers.

On the removal of the Art School to the Education Department the Council consisted of the Superintendent, as representative of the Department, and nine members of the Society of Artists.

At the first session the classes were divided into elementary and advanced, and it was decided that students must pass in element-

ary subjects before being admitted to the advanced classes. The following is a programme of studies :—

Elementary Course.—Freehand outline, geometry, perspective, model drawing.

Advanced Course.—Shading from flat, outline from the round, shading from the round, advanced perspective, drawing flowers and objects of natural history, blackboard drawing.

Technical Instruction Classes.—Plain and solid geometry ornamental design, linear perspective, plan drawing, building' construction.

Painting Classes.—Painting in oil and water colours.

Modelling Classes.—Modelling in clay.

FEEs.

Day Classes.—Elementary and Advanced classes, \$6.00, per term of thirty-six lessons.

Evening Classes.—Elementary and Advanced classes, \$3.00 per term of thirty-six lessons.

Teachers and Normal School students, \$1.50 per term of thirty-six lessons.

At the close of the first term the following certificates were granted :

	<i>Males.</i>	<i>Females.</i>
Freehand Drawing.....	32	31
Linear perspective.....	23	24
Memory Drawing.....	33	35
Practical Geometry.....	29	29
Drawing from Models.....	15	18
Shading (from flat)	3	0
Advanced perspective.....	2	1
Shading (from round).....	4	0
Drawing Flowers, etc.....	4	1
Blackboard Drawing.....	7	7
Mechanical Drawing.....	2	0
Plain and solid Geometry.....	1	0
Building and Construction.....	1	0

Total number of certificates..... 303

The following is an analysis of the purposes of study :—

55	students	represent the various trades and manufactures.
44	"	were studying to become teachers of drawing.
21	"	were Normal School students.
4	"	were school teachers.
7	"	were studying to become professional artists.
1	"	was a physician, studying for professional purposes.

Within two years nearly 1,000 proficiency certificates have been given.

Other Art Schools in the Province are now being associated with this school for examination purposes. At the last examination several certificates were granted to the pupils of Alma College, St. Thomas, and Wykeham Hall, Toronto; other institutes will be associated next term.

The Hon. Minister of Education, having taken into consideration the importance of making industrial drawing a part of our educational system, has given directions that Free Industrial Drawing Classes be established for the benefit of High and Public School teachers, during the ensuing summer vacation, the course will consist of twelve lessons on each of the following subjects :—

Freehand Drawing, from flat examples.

Practical Geometry.

Linear Perspective.

Model Drawing.

Blackboard Drawing from memory.

Over 150 teachers have already enrolled their names.

As it is proposed to establish drawing classes in connection with the Mechanics' Institute throughout Ontario, teachers who hold these certificates will have an opportunity of augmenting their salaries, and at the same time imparting technical instruction which will aid in developing the manufacturing industries and wealth of our Province. Increased accommodation is now being

provided at the Education Department and the school will in future be under the control of the Minister of Education.

Several societies, partly educational, are also annually aided out of the Provincial Treasury, such as the AGRICULTURAL AND ARTS ASSOCIATION, the ONTARIO SOCIETY OF ARTISTS, the CANADIAN INSTITUTE, and the ENTOMOLOGICAL SOCIETY.

V. Schools, Colleges and Universities not of a Provincial character.

Causes of a social and denominational character have given origin to several Schools, Colleges and Universities which, maintained by their special supporters, are taking part in the work of education in the Province. Of these, few are to be found in the rural districts, and the number in all does not much exceed 200. But schools of a private nature, and some of a superior order, are to be found in the cities and larger towns. These together number 297, with some 8,000 pupils, and 569 teachers.

Of a social or denominational origin, may be mentioned: Episcopalian—Trinity College School, Port Hope; Bishop Hellmuth's College, London, for Boys; Pickering College, established by the Society of Friends; Bishop Hellmuth's Ladies' College; Bishop Strachan School, Toronto; Church of England Ladies' School at Ottawa; while the Wesleyans established a Female College at Hamilton, and the Ontario Ladies' College, Whitby; the Methodists have a Ladies' College at St. Thomas; the Presbyterians a Ladies' College at Ottawa and at Brantford; the Roman Catholic body have several institutions under their exclusive charge, such as Saint Michael's College, Toronto La Salle Institute, Toronto; Loretto and Saint Joseph's Convents, Toronto; and Assumption College, Sandwich.

From many of the schools just mentioned, some of the pupils proceed to the denominational Colleges and Universities to be next mentioned, and, some to the Provincial University.

Under denominational control, the following Colleges and Universities are to be noticed :—

(1.) THE UNIVERSITY OF VICTORIA COLLEGE, Cobourg, which obtained University powers in 1841, to confer degrees in the several faculties which comprise arts and science, theology, law and medicine. The Senate is the governing body and the College is chiefly supported by an income derived from an endowment of about \$100,000, contributed by voluntary subscriptions.

(2.) UNIVERSITY AND QUEEN'S COLLEGE, at Kingston, under the control of the Presbyterian Church of Canada, formerly in connection with the Church of Scotland.

This College was incorporated by Royal Letters Patent in 1841, and endowed with University powers. Its income is derived from an endowment fund of about \$100,000. Its teaching work is confined to the faculties of arts and theology. Since the opening of the college, 902 degrees have been conferred.

(3.) UNIVERSITY OF TRINITY COLLEGE was established for the instruction of members of the Church of England, and obtained a Royal Charter in 1852, which empowered it to confer degrees in divinity, law, arts and medicine. It is supported by an endowment obtained from subscriptions in England and in Canada, and is governed by a Convocation, consisting of the Chancellor, the Provost and Professors, and persons of the standing of Master of Arts or of any degree in divinity, law or medicine. Subscription is required to the effect that the student is a member of the Church of England, but is not required from any candidate who is not a member of the Church of England.

THE WESTERN UNIVERSITY OF LONDON, Ontario, was incorporated by Act of the Legislature of Ontario, 41 Vic., chap. 70, (7th March, 1878), in connection with the Church of England in Canada, with power to affiliate with Huron College, a similar Church of England Institution, and to confer degrees in arts, divinity,

medicine and law, subject to the conditions contained in the 10th and 7th sections of the Act, which were respectively that any University powers granted for conferring degrees should not be exercised until it had been made to appear to the satisfaction of the Lieutenant-Governor in Council that the sum of one hundred thousand dollars, at the least, had been raised in property, securities or money, including Huron College when affiliated thereto, and is held for the purposes of the University, and it was declared that such powers might be withdrawn at any time when the Legislature deems it expedient to require such University to become affiliated in the whole as in respect of any particular faculty or department, with the Provincial University, and that the college thereby incorporated might, on its own motion, become so affiliated in respect of any of its faculties, other than divinity. The 7th section provides that the Senate shall not confer any degrees in the Faculty of Arts until such time as four professorships, at least, have been established therein, and four professors appointed to discharge the respective duties thereof, and until this had been made to appear to the satisfaction of the Lieutenant-Governor in Council.

Huron College, on the 24th of June, 1881, became affiliated with the Western University, and constituted its Faculty of Divinity, by agreement with the two corporations, and all the property and securities of Huron College, amounting in value to the sum of \$95,000, also became vested in trust for the purposes of the Western University.

It is of interest to notice that while the present generation owes so much to the foresight of the first Lieutenant-Governor of Upper Canada, General Simcoe, in anticipating the wants of elementary, higher, and university education in the Province of Upper Canada, which in 1791 was about being established by the Quebec Act, he sets forth in his letter to Sir Joseph Banks, Bart., President of the Royal Society, dated January 8, 1791, "his hope that he would be able to establish in the then virgin Province, among other means of civilization, a university;" and thus pro-

ceeds to speak of the locality which was to be the centre of the new community:—"For the purpose of commerce, union and power, I propose that the site of the colony should be in that great peninsula between the lakes Huron, Erie and Ontario, a spot destined by nature sooner or later to govern that interior world. I mean to establish a capital in the very heart of that country, upon the River La Tranche, which is navigable for batteaux one hundred and fifty miles, and near to where the Grand River, which falls into Erie, and others that communicate with Huron and Ontario, almost interlock." Upon this spot the city of London, in which the Western University has just been established, stands, and while the site of Toronto was subsequently adopted as the capital, the views of Governor Simcoe in respect to the university remained the same, and have been literally fulfilled in the Provincial University at Toronto, and this one at London, according to his expectations as expressed in his letter of the 16th October, 1795, to Bishop Mountain:—"My views in respect to a university are totally unchanged; they are on a solid basis, and may or may not be complied with, as my superiors shall think proper, but shall certainly appear as my system to the judgment of posterity."

(5.) ALBERT UNIVERSITY was established at Belleville by the Methodist Episcopal Church in 1857, and obtained university powers in 1871. Until 1884 it was under the government of a Senate which conferred degrees in arts, law, music, theology and engineering. It is now incorporated with the University of Victoria College, Cobourg.

(6.) THE OTTAWA COLLEGE is under the direction of the Roman Catholic body, and obtained university powers in 1866.

Denominational Institutions of the like character to the preceding have been established by other religious bodies, but without acquiring university powers, their main object being for the education of youths for the ministry in their respective churches.

The Presbyterian Church in Canada established KNOX'S COL-

LEGE, 1844. The course is theological, and the college now owns and occupies a commodious edifice in Toronto. It has acquired a considerable endowment from private subscriptions.

HURON COLLEGE, situated at London, is of like character in connection with the Church of England. It was founded in the year 1863, and acquired its building and endowment by private subscriptions chiefly obtained in England. It is purely a theological college, and pledged to the maintenance of the principles of the Church of England known as Evangelical. The Association of the Alumni of this college, obtained from the Provincial Legislature, during the session of 1878, power to establish a University under the name of "The Western University of London (Ontario)."

WOODSTOCK COLLEGE, while affiliated with the University of Toronto, is designed to afford a course of instruction in arts and science. The theological department, for the training of ministers in connection with the Baptist Church, is in McMaster Hall, Queen's Park, Toronto.

MCMASTER HALL was established chiefly through the liberality of Hon. Senator McMaster, for the theological training of candidates for ministry in the Baptist Church. It is a fine structure and is situated on Bloor street, in the Queen's Park.

WYCLIFFE COLLEGE was established through the active exertions of the evangelical section of the Church of England for the training of candidates for Holy Orders. It is a handsome structure, and is situated near the School of Practical Science in the Queen's Park.

Schools and colleges for the higher education of women comprise:

1. The Wesleyan Female College, Hamilton.
2. The Bishop Strachan School, Toronto.
3. The Hellmuth Ladies' College, London.

4. The Ontario Ladies' College, Whitby.
5. The Brantford Ladies' College.
6. The Ottawa Ladies' College.
7. Alma College, St. Thomas.

1. THE WESLEYAN FEMALE COLLEGE is incorporated by Act of the Provincial Legislature, and was opened in 1861. Although in connection with the Methodist body, its President and members of the Board may belong to other Protestant denominations, from whom many pupils come and they are at full liberty to attend their own churches. The college has power to confer scholastic distinctions, and its graduates include several from the United States and other countries. Some of these are now missionaries in the North-west, and also in Japan.

2. THE BISHOP STRACHAN SCHOOL.—This school was founded by the late Bishop of Toronto, the Rt. Rev. John Strachan, D.D., in connection with the Church of England. It is open to all pupils who may conform to its regulations. It was incorporated by Act of the Provincial Legislature in 1868 (31 Vic., chap. 57), but began work on the 12th September, 1867. It removed in 1870 to its present building, WYKEHAM HALL, where the accommodation, both in buildings and grounds, is very suitable for its objects. The course in certain branches is about equivalent to that of the second year at the University, and pupils are prepared for the examinations in the course of study for women at Trinity College. Regular instruction is also given in Christian Evidences, Scripture and Church History, and Catechism. The Bishop of Toronto is President of the governing Board.

3. THE HELLMUTH LADIES' COLLEGE is situate near the city of London (Ontario), and was founded by the Right Rev. I. Hellmuth, D.D., the Anglican bishop of the diocese of Huron. It was inaugurated in 1869 by H. R. H. Prince Arthur. H. R. H. the Princess Louise became its patroness on her visit in 1879. It is now affiliated with the Western University, and is under the personal supervision of the Bishop of Huron. It stands in spacious grounds on the banks of the River Thames.

4. THE ONTARIO LADIES' COLLEGE at Whitby was incorporated by Act of the Legislature in 1874, and inaugurated by Lord Dufferin. It is in connection with the Methodist Church. The course of instruction involves the elementary and higher branches up to the standard of matriculation in Victoria College. The buildings are extensive, and are surrounded by grounds of large extent.

5. THE BRANTFORD YOUNG LADIES' COLLEGE was established in 1874, and is in connection with the Presbyterian Church in Canada. Its object is the higher education of young women, for which instruction is provided in the literary, music and fine arts departments.

6. THE OTTAWA LADIES' COLLEGE AND CONSERVATORY OF MUSIC was incorporated by Act of the Legislature in 1869, and is in connection with the Presbyterian Church, and the majority of the Board of Management are required to be Presbyterians. This college was founded to meet the views of those who desire to place higher education within the reach of young women.

7. ALMA COLLEGE was established at St. Thomas, in connection with the Methodist Church, for the higher education of ladies, and as a separate institution for this purpose in place of "Alexandra College"—the ladies' branch of Albert College at Belleville.

Besides the ladies' schools mentioned, there are convents in each of the Roman Catholic dioceses of the Province, in which much attention is paid to the higher subjects of education for ladies. They are respectively situate at Toronto, Ottawa, Kingston, Hamilton and London. Superior private schools, for the education of young ladies, exist in Toronto and other places in Ontario.

The foregoing is an enumeration of most of the institutions whose origin may be traced to social or denominational causes.

In connection with professional pursuits, the Law Society of Ontario is authorized to admit students to practise the profession, and also to call to the degree of barrister-at-law.

For instruction in medicine, the following schools exist:—

THE TORONTO SCHOOL OF MEDICINE, affiliated to the University of Toronto; the TRINITY MEDICAL SCHOOL, affiliated to the University of Toronto, and also to that of Trinity College; the ROYAL COLLEGE OF PHYSICIANS AND SURGEONS at Kingston; there is besides a Veterinary College in Toronto.

VI. Institutions partly Educational or Reformatory.

In addition to the institutions properly educational, there are others whose objects are of some such character, and which are striving for the amelioration and reformation of those classes which come within the scope of their operation. Of these may be noticed those directly maintained out of Provincial funds, and controlled by a department of the Government. In the PROVINCIAL REFORMATORY, Penetanguishene, there are 263 boys, who have been committed to it on being tried for criminal offences. Part of their time is given to instruction and part to training in various industries, and the general results of the treatment have proved favourable.

The CENTRAL PRISON was established by the Province in 1873 for the purpose of reforming ordinary offenders whose sentences were of limited duration. The prison has been constructed at an expense of about \$420,000, and is probably one of the best prisons, in all respects, to be found on the continent. The short experience of its effects shows that the influences are of a beneficial and reforming character. Offenders consigned to it are free from the contaminating associations to be found in the ordinary gaols of the Province, and being instructed in various trades, leave the prison better fitted for earning an honest living in the future.

The Public Schools are unable to reach the class of neglected children which are to be found in cities and the larger towns, and Boys and Girls' Homes have been established by individuals and societies to meet this want. They care for, educate and train a

large number of such children, and their efforts are aided out of the Provincial Treasury according to the number who are cared for in each institution.

Finally, the Sunday Schools existing in the Province are estimated at 3,600, with 200,000 scholars, and 23,000 teachers.

Relying upon these popular and national agencies, and those which special considerations have developed, the Province of Ontario is steadily pursuing a career of progress, material, moral and intellectual. The interest in education is wide-spread throughout the whole Province, and its people understand how much of their further progress, welfare and happiness depends upon the continued efficiency and improvement of their educational agencies, for which the fullest opportunities are afforded by their system of local self-government, and free political institutions.

